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THE TRAINING SCHOOL BULLETIN

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THE
TRAINING SCHOOL BULLETIN

JANUARY, 1946

The Glassboro Children's Clinic

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State Teachers College

THE BEGINNING

During the summer of 1935 six teachers and six children embarked upon a five weeks course in Remedial Reading at the Glassboro Teachers College. This was the neucleus of the Glassboro Children's Clinic. At that time equipment was almost non-existent and books appropriate to the work were scarce. The essential elements in a clinical situation were present however,—children with problems and workers who were bent on helping them solve their difficulties.

Three years later, clinical work at Glassboro received a substantial lift from Mr. Maurice Fels, who secured Miss Hazel Corson from Boston University, and who made possible a day of evaluation and discussion with Dr. Donald Durrell, then Head of the Boston University Educational Clinic.

From this point, the clinic has lived through generous aid from many sources. President Bunce has been unfailing in his administrative support. Members of the Clinical Association Executive Committee have labored without stint or even calculation of the time and effort involved. The schools of Gloucester County have loaned a Maico True-Tone Audiometer over a period of years. Volunteer workers have conducted the diagnostic program largely as a "labor of love," and have constantly enlarged its scope while increasing its depth. Several of these same persons have entered the Psychological Clinics at the University of Pennsylvania or at Temple University as

students with the purpose of improving their work at Glassboro. The pleasures of a "school teacher's Saturday" have been forgotten in the greater joy of serving children who need a "place in the sun."

More than any of these, however, the hundred odd classroom teachers who have taught and tested in various clinic sessions have formed the backbone and sinew of the clinic.

Coordination With the Vineland Training School

Almost since its inception, clinical work at the Glassboro State Teachers College, has maintained contacts with the Research Department of the Vineland Training School. It was natural for the instructors within the clinic to turn to Vineland for advice, for professional relationships between the College and the Training School had functioned since the opening of the Glassboro Normal School in 1923.

One of the first services given the clinical program at Glassboro came through Dr. Doll's suggestion that Mrs. Alice Whiteman Goodman, a Research Fellow at Vineland, be employed at Glassboro to administer psychological tests to all children enrolled in the Reading Clinic. Mrs. Goodman, therefore, administered the Binet and Social Scales to all pupils of the Clinic from June, 1939 until December 1941, when family responsibilities prevented her from continuing the work.

During this period Dr. Doll gave consistent encouragement and advice on projects in the expanding clinic. Students were further stimulated by observations at the Training School.

The Clinical Reading Association

In October, 1940, an organization was formed to:

1. Establish and maintain a center for testing and remedial work in reading.
2. Promote the study of clinical reading problems.
3. Present this type of work to the public.

At an informal luncheon in Grove Lawn Tea Room, Clayton, a group of teachers set up the above purposes for an organization. The founders included:

Alice Brown M. Blanche Cordery Marion L. Little
Estelle V. Malberg Grace L. Taylor

Plans drawn up at this time were presented to Dr. Edgar F. Bunce, President of the Glassboro State Teachers College, who approved them and who agreed, with Mr. S. G. Winans, Dean of Instruction at the College, Mrs. Alice Goodman, and Miss Marion Little, to serve as a sponsor to the newly formed association. Within a short time the group had been incorporated as a non-profit organization under the laws of the State of New Jersey, as the Glassboro Clinical Reading Association.

The First Meeting

The first regular meeting of the Glassboro Clinical Reading Association was held at the Teachers College on the afternoon of October 19, 1940. At this time, the use of the Betts Telebinocular was demonstrated by Miss Janette Moore, Penn Charter School, and the possibilities of the Flash Meter were explored by Mrs. Blanche Cordery, Absecon.

At that time the decision was made to conduct further meetings as dinner conferences at the College.

Growth of the Association

During the first few months, the growth of the association was geometrical in its progression. From a beginning of five, it increased to thirteen, then to twenty-six. The small handful of founders was overwhelmed when the first April conference drew an audience of four hundred. Dr. Gertrude Hildreth, Teachers College, Columbia, was chief speaker at this meeting.

A group of special class teachers attended that annual meeting and members of the Training School Research Department also gave the stimulation of their presence.

Gradually a coherent program took shape. Membership increased steadily, although at all times attendants at meetings outnumbered members. Evidently there was need for a center devoted to the study of reading problems. The very enjoyment and liking of the children for clinic activities spoke of a great want for a better reading program.

The War Years

On that historic Sunday in December, 1941, Pearl Harbor Day, staff members were at work upon a paper entitled, "Social and Mental Competence of Reading Clinic Pupils."

This was the beginning of a series of bulletins issued through the auspices of the Clinical Reading Association. The idea of sponsoring publications received impetus because of the transportation difficulties occasioned by the gasoline rationing. During the year, 1942-43, meetings were discontinued, and the publication of bulletins was substituted for the conferences. Since then, the publication project has moved forward steadily with Miss Malberg as Chairman. Sixteen pamphlets have been issued. The mailing list grows, and at present there are calls for 200 to 300 copies of each issue.

A series of county institutes was conducted by association members during the first war year. However, members requested that meetings at Glassboro be reinstituted, and in May, 1943, the decision was made to continue meetings on the regular schedule.

Throughout the remainder of the war period, the organization functioned regularly and grew to include 150 members, with an average attendance at meetings of more than 100.

Speakers were derived from the membership lists, and educational leaders were also drawn to Glassboro. Dr. Miles Murphy, University of Pennsylvania, Dr. Anna Starr, Rutgers University, Dr. John Bosshart, State Commissioner of Education, New Jersey, Dr. Edgar Finck, Supt. of Schools, Toms River, Mr. Thomas J. Durrell, Assistant Commissioner of Elementary Education, New Jersey, Dr. Stella Center, New York University, Miss Ora Lee Everts, Glassboro Teachers College, Dr. E. A. Doll, Vineland Training School, and Dr. Mildred Sylvester, University of Pennsylvania, are among the speakers who came before the association.

Expansion of Interests and Purposes

As the association grew, the scope of its work widened. What had begun as a center for the study of reading problems, extended of necessity to a center for the study of problems in health, speech, psychology, and some of the more general problems of education. Membership lists now include Public Health Nurses, optometrists, psychologists, and institutional workers, in addition to the original group of classroom teachers. Meetings cover a range of topics from technical discussions of visual phenomena to the administration of school libraries.

Dr. Doll entered into more active service in the ranks of the association as psychological advisor and sponsor in the fall of 1944. He has been instrumental in enabling the Association to secure speakers of high merit for the program of the current year:

Oct. 1 Dr. Griffith W. Williams—The Hygiene of Learning.
Dr. Julius F. Neumueller—The Massachusetts Plan for Visual Screening.

Dec. 4 Review of Children's Books—Dr. Garry Cleveland Myers—"Have Parents a Place in the Reading Program?"

Mar. 5 Presentation of Case Studies of Handicapped Children—Dr. Parker Davis.
Discussion—Hearing Difficulties — Specialist in Hearing.

Apr. 30 Dr. Francis M. Garver—Address.
Dr. Emmett A. Betts—Discovering Reading Levels and Needs.
Demonstration by Dr. Emmett A. Betts.
Dr. Emmett A. Betts—Discussion of Follow-up Procedures.

The widening stream of influence evoked in and by the clinical association has brought the Executive Committee face to face with a problem of reorganization to include the broader purposes of the present membership. In all probability, a new constitution will be written during the next few months to incorporate the work embodied by the term, "Children's Clinic," which is now applied to the several branches of clinical work at Glassboro.

Clinical services at Glassboro are offered in the areas of Physical Therapy, Speech, Mathematics, and Reading. Mr. Roland Esbjornson, Head of the Department of Physical Education, Miss Elizabeth Tohill, Specialist in Speech, Mr. S. G. Winans, Professor of Education, and Miss Marion Little, Director of the Clinic, are in charge of the respective parts of the Children's Clinic, under the general supervision of President Bunce. A total of seven hundred children have been served in the Clinic. The children come from the seven southern counties of the state—Burlington to Cape May. Several teachers

assist the faculty: Miss Estelle Malberg, Miss Eleanor Rossell, Miss Mildred Adams, Mrs. Ethel Mehorter, Miss Edith Loughridge, Miss Eleanor Friday, Miss Bernice Klein and Mrs. Rae C. Johnson, all of whom have received special training in psychology or in remedial teaching.

At the time a wider purpose is being achieved, the emphasis upon cooperation with classroom teachers will be continued. The chief purpose of a clinic within any teacher training institution must be to work with educators within the area it serves in establishing better ways of helping children to develop their potentialities.

The fundamental evaluation inherent in the Vineland Social Maturity Scale: "What is my life worth to the people around me?" will remain the criterion by which the value of the clinical association and the work of the Children's Clinic is measured. It is a basis of judgment wholly in harmony with the desire of classroom teachers everywhere to serve children effectively. Without the continued devotion of teachers, clinic work at Glassboro would lag. These pages, therefore are a tribute to the faithful classroom teachers who have taught and worked in the Children's Clinic.

Annual Report
1945 - 1946

HELEN F. HILL

Director of Extension Department
The Training School at Vineland New Jersey

We have within the last few years gathered together from the early annual reports and copies of the *Training School Bulletin,* such information, as was available, relative to how certain departments in the Training School have functioned, such as, "A Review of Fifty-Five Years of Agriculture at the Training School" by Henry E. Renne, which is a history of how the land has been acquired and the important facts relative to the prosecution of the various angles of institutional farming and scientific studies; "Vineland Summer School for Teachers of Backward and Mentally Deficient Children" an article, published in *The Journal of Exceptional Children,* on the development of Summer School and its many ramifications; and "Keeping An Adequate Water Supply" by Douglas D. Johnstone, which was not only a record of the water supply in the Institution, but much of the early development of the School and its growth and cooperation with the community and the State School. The reason for these reports has seemed to be the means of getting this important material centralized where it can be used for ready reference. The next most important work of this kind must be a history of the development of Menantico Colony. However, in the meantime we are endeavoring to make this report of the Extension Department along the same line.

The *Village of Happiness* gave an exhaustive history of the early work of the National Committee on Provision for the Feeble-Minded and the Extension Department. This report ended with the closing of the Philadelphia offices of the Committee on Provision in 1919 and this is where our report should begin.

When these offices were closed a great many of the records, the equipment, etc., were sent to the Training School with the hope that some of the work might be continued. It was in April,

1919, when Professor Johnstone went to France and later to Serbia, that Miss Helen Hill, who had worked at the Training School in 1910 and 1911 in connection with the Committee on Provision for the feeble-minded in New Jersey and later, as field secretary for the Committee on Provision, while located in Philadelphia, was called back to the Training School and again established the Extension Department here, along the lines that had previously existed; that of collecting and disseminating information on the feeble-minded and urging for them better provision and care. Such material as was available was sent to legislators, doctors, schoolmen and others. This brought inquiries and further correspondence, contacts and visitations and we hope, aided in the creation of better provision. It is hard to realize now, the number of states that twenty-five years ago were without institutions and very limited care for the feeble-minded. Dr. Fernald in January 1917, reported sixteen such states in the union.

The Extension Department took over other phases of work here which seemed, properly, to fall within the scope of Extension. Professor Johnstone from the first had been vigilant lest the work of Extension should become absorbed in the institution routine, so the work assigned and that which was naturally picked-up, was planned to keep open avenues of contact with conditions outside the regular life of the institution.

There was considerable demand for testing children in other institutions and for speaking before social welfare groups, etc. Dr. Goddard had finished his work at the Training School in 1917, but had left his influence and all of his publications. The demand for books such as, *The Kallikak Family, Feebleminded-ness: Its Causes and Consequences,* The translations of Binet, *The Intelligence of the Feeble-Minded* and *The Development of Intelligence in Children* and others, was still very active, as was the 1910 revision of the Binet Scale. This distribution was handled by the Extension Department.

It was in the same spring (1919) that Dr. Porteus became Director of Research and almost immediately began work for publication. "Educational Treatment of Mental Defectives," in collaboration with Mrs. Nash, was published in November 1919. "The Condensed Guide for the Binet Scale," with revised record blank, went to the public, April 1920. These were followed

by various other publications, among them, "Sex Differences," "The Social Ratings Scale," etc., all published in the *Training School Bulletin*, until 1924, when the revision of the Porteus Maze Tests appeared. The Extension Department issued advanced announcements of these and handled distribution of the manual and blanks, for about twenty years. We note that from 1935 to the beginning of 1941, we distributed 1,026,700 tests. This entailed a great deal of routine work and I was often asked why we carried on this time-consuming work. It was because through the wide circulation of this material the Training School was making valuable contacts. One letter will, we think, show what that kind of extension did. The following letter was from the Child Guidance Clinic, New Delhi, India:

> "Dear Sir:
>
> "I read from a leaflet on The Porteus Maze Tests, New Series, that you have received some reports even from India on the use of your Maze Tests. I shall be obliged if you kindly let me know the names of the workers or institutions where these tests are being used. I am very much interested in your Tests, and have known something about them from Professor Cyril Burt, whose lectures I attended in London, and whose book on Mental or Scholastic Tests I have gone through. I wonder whether the results of Maze Tests in India corroborate yours, and do not show any considerable difference. . . . . "

This led to further correspondence and finally a request for advise relative to the establishment of an institution in India.

In 1925, Dr. Doll became Director of Research, cooperation continued and has been maintained in the distribution of publications, etc. Perhaps the most important of these has been the *Vineland Social Maturity Scale* and Manual. Since 1935 we have issued 163,252 blanks and 5,399 manuals and the demands seem to be on the increase for this material. Again Extension is interested in the contacts which the Training School receives through this publicity. We took at random the last eleven days of March (1945) and found that the Social Maturity material was sent to: State Teachers College, Buffalo, New

York; Children's Aid Society, Denver, Colorado; State Teachers College, Clarion, California; University of Redlands, California; New York School of Medicine; Yale Medical Library; Colonial School, Miami, Florida; A Nursery School, New York City and the Psychological Corporation, New York City.

Our Summer School for teachers of backward children necessitated a vast amount of work in registration and correspondence with applicants. Hundreds of letters of inquiry were received and, also, a great number of applications. Each year the Trainng School issued a Summer School Bulletin, this too, was the work of Extension. During the Summer School session, we carried all of the supplies needed by the students, such as books, tests, etc. Throughout the year Extension took care of such correspondence as came from the Alumni, inquiries and requests for supplies.

In 1919, the responsibility for the *Training School Bulletin* was placed in the Extension Department and has remained there since that time. This again has been a never ceasing source of contact. We are just finishing our forty-second volume. In 1929 the September issue of the Bulletin became the Annual Report. This Bulletin contains the reports of the Trustees, Board of Visitors, the Director, the Superintendent and the financial reports and other such reports as appear annually. It is the duty of Extension to collect suitable material for the Bulletin, prepare for printing, edit and issue each publication. This, of course, has been the biggest piece of extension and publicity that has been purused by the Training School, since, it has existed for over forty years and goes out every month in the year, except July and August. The Bulletin is sent to forty-one different states, the District of Columbia, Hawaii and to ten foreign countries. In addition to our regular mailing list, a great majority of the leading articles are reprinted and these, of course, go to an entirely different mailing list and frequently contributors to the Bulletin have their articles reprinted and this, again, means that an entirely different group of people is reached. Through this means we send out about 15,000 to 18,000 copies a year. We have on our mailing list eighty-seven paid subscriptions to universities and college libraries in thirty-one different states, including nine foreign libraries and, of course, public libraries, clinics, schools, etc.,

which is another means of extending our circulation. We, also, have about one hundred parents on our subscription list. This means that there is a constant reaching out from one angle to another. Our aim in all of this is for a better understanding of the feeble-minded. Each month the Bulletin goes to all of our Board and Associaton Members which keeps them in touch with what is being done. The Annual Report issue is increased in number and reaches still another group of people. We have carried about one hundred foreign subscriptions on our file in the past, but, of course, this has been very much curtailed during the war.

Recently, we have developed a publication known as "The News Sheet" made up of items selected by the children. At the request of some parents for direct news from the children in the Bulletin, we have set aside a section for such items selected from "The News Sheet."

The Bulletin has published the content of the following books: "Dear Robinson," "Twenty-five Years," "Village of Happiness" and "Four Mile Colony," besides a great many monographs and pamphlets, among them being the original translation of Binet by Dr. Goddard and the "Vineland Social Maturity Scale" by Dr. Doll, Reports of the Trustees and departmental Reports, the writings of Professor E. R. Johnstone and Mrs. Alice M. Nash. We published the "Social Behavior Scale," the "Vineland I. Q. Slide Rule" by Dr. Yepsen, contributions by Dr. Kreeser, Dr. Stevenson and Mr. McIntire. There have been various articles on education by Dr. Meta Anderson and Dr. Wallin and articles from our own Research Department, Educational Department, the Department of Institutions and Agencies of New Jersey, the Birth Palsy Clinic and reports on various experiments carried on in conjunction with the State Department.

To the Extension Department has naturally come the correspondence that deals with requests for information concerning the feeble-minded and other studies which have been made here and for literature. This is much greater than one would imagine.

Probably one of the most valuable things Extension has done has been the collection of material, a sort of who's who in mental deficiency. For about twenty years we have been collecting material in the form of reprints and other publica-

tions dealing with the mentally deficient. In connection with this we have developed a file, in addition to the Bulletin files, which contains names of important people in the work, clinics, welfare organizations, institutions, courts, etc. We have a file containing issues of the *Training School Bulletin* for forty-two years—indexes and bound copies. We are now working on a collection of reprints which have been published by the Training School beginning about 1904. These we hope to put in such a form that they may be filed in the Research Library, the Extension Department and the Main Office.

Certain responsibilities in the entertaining of institutional guests was added to the Extension Department. This, of course, is in conjunction with every department in the Institution and one implies, readily, it is important to the Institution, for everytime a guest is well-impressed with the School they take away with them these impressions to their friends and to those interested in the problem outside. Unfortunately, the same thing may be true if the impression is unfavorable. Since the most important guests we have are parents, who come in the interest of their children, Extension has never carried this responsibility lightly. At times the work is heavy and fatiguing, for we have large groups of students and important people interested in a multitude of things.

In order to do this work effectively, it has been necessary for the personnel of the Extension Department to be familiar and acquainted with the entire Institution personnal—children and employees. For this reason and for personal interests and pleasure ,the Director of Extension has helped to carry on certain social responsibilities such as store, assembly, clubs, parties, picnics, holiday activities, etc., all of which give intimate contacts with the children and employees.

Suggestions for Applying the Kinesthetic Method of Overcoming Reading Difficulties

The following condensation represents the essentials of Dr. Grace M. Fernald's technique, finger tracing of whole words from visualization, accompanied by word pronunciation (Remedial Techniques in Basic School Subjects, McGraw-Hill, 1943). The method has yielded gratifying results, especially when faithfully followed in the more complete form than the simplified form I have used with reading disability cases since 1912.

The *teacher* writes the word with crayola on paper in blackboard size script (or in print if manuscript writing is used.)

The *child* traces the word thus written with the *tip* of the *finger* (always with finger contact, never with stylus), pronouncing in natural vocalization each part as he traces it. He should never sound each letter separately, but only parts of longer words. To illustrate with *im-por-tant*: say *im* as the 1st syllable is being traced; then *por* as por is traced; then *tant* as tant is traced.

The child repeats the tracing until he can write the word *without looking* at the *copy*. He must write the word from *visualization,* never from the *copy,* in all stages of learning to write and spell. He must pronounce the word (and its syllables) as he writes it. Pronunciation connects the articulation of the word and the hand movements and the sound with its form. Eventually the two activities occur together without effort.

He must always write the word as a *unit,* and should *never* patch up a wrong spelling, but cover it over and write a new word (correction breaks the word up so it becomes meaningless).

At first the word is written on a piece of paper and then in a story (a sentence on his level that interests him), at first a short sentence and later longer ones. Words should always be written in meaningful wholes (in contexts). The teacher

types the story and has the child read it at not too long an interval to teach recognition of words in print. Teachers who cannot get access to a typewriter might substitute printscript, although this is less satisfactory.

The child *files* the written word in alphabetical order in his word file, thus learning the alphabet without rote learning of the letters.

The child stops tracing when he can learn without it, on the average after two months, and can recognize "any new word by simply looking at the word in script, saying it over to himself as he looks at it, and then writing it without looking at the copy, saying each part of the word as he writes it." Eventually he will dispense with these temporary aids.

The writing gives him a reading vocabulary.

To develop *phrase* reading (several words at a glance): cover the sentence in the book to be read with a card with the left corner over the first word. By á sliding movement expose the sentence for a half second. The second exposure should begin after the last word read. Continue the practice occasionally until the range of apprehension has been increased.

In the case of *reversals* or *mirror writing* (script written in reverse from right to left, legible in a mirror) have the child write sentences, always requiring him to start the pencil at the *extreme left* margin of the paper, so that the hand must always move toward the right. This practice should overcome the tendency to read or write from right to left.

J. E. W. WALLIN,

State Director of Special Education
and Mental Hygiene
Delaware

Book Review

HOPKIRK, HOWARD W. *Institutions Serving Children.* New York: Russell Sage Foundation, 1944. Pp. xi—244.

The foreword of this book by Shelby M. Harrison, General Director, Russell Sage Foundation, sets forth the importance of this study of children's institutions in the United States, at this time of precarious conditions throughout the world and of the efficiency and background which makes Howard W. Hopkirk, Executive Director of the Child Welfare League of America, especially fitted to undertake the work. The study is presented in five major parts:

1. Plans of the Institution
2. The Staff: Needed and Basic Qualifications
3. Structure: Organization and Physical
4. Care of the Child
5. Evaluation

Mr. Hopkirk makes clear that the problem is too broad for one study and, therefore, much has been sacrificed and suggests a number of chapters of importance beyond the scope of this book.

He very strikingly opens his chapter on "The Need for Children's Institutions" by stating, "More than 250,000 children in the United States go to bed each night in the dormitories of child-care institutions. (These figures refer to children up to 19 years of age.) This chapter then gives something of the history and legislation that has developed such institutions to the present time. Also, the transition of Asylums and Orphanages to Homes and Schools and still further to Foster Homes —The needs of the children and the communities' resources to meet them.

Part II deals with the Staff, "The engine of an institution is its staff." He emphasizes the need of high standards in educational qualifications and staff training, the importance of good living and working conditions for the staff.

The physical needs and care of the child are carefully considered. A brief bibliography of books and pamphlets that would be found valuable in any institutional library is published. Some institution procedures needing correction are considered constructively.

The chapters on education and training should prove valuable to institution personnel in general, for the subject is presented through all of the angles of the child's life — School, Home Study, Experience, Work, Religion, Recreation, Dramatics and Music, Libraries, Play Activities, Mental Hygiene, Sex and Adolescence and Punishment.

Following the discussion of the last topic, we quote the author's comment which we feel will make clear to those who have not read the book, his understanding and the spirit in which he writes. "To bring order into the life of a child but to avoid confusing him or regimenting his activities, is a particular responsibility of those who work in children's institutions. Whether considering punishments, which so often are negative, or recreation and education at their best, the worker has far more influence than is apparent either to himself or others. He must perceive the moment for a happy song as quickly as he does the child's need to make restitution of a stolen article. Just as children must acquire a sense of value in order to live a full life, so those who care for them must continue to grow."

Statistics and data on the cost of institution care have been summarized and lastly, an evaluation of the findings of the whole survey.

Mr. Hopkirk has paid worthy tribute to many of the women and men who have spent their lives in the field of social betterment. Among them, Homer Folks, Grace Abbott, R. R. Reeder, Dr. A. T. Jamison, Colonel Leon Faulkner, Calvin Derrick, Alexander Johnson, E. R. Johnstone, Hastings H. Hart, C. C. Carstens, Dr. Walter E. Fernald and many others.

H. F. H.

In the Interest of Troop "39"

We have found it possible to purchase for our Boy Scout Troop No. 39 some of the things we have long desired and needed, but the high cost for so many boys (52 in number) has made it prohibitive. Now the opportunity to purchase from the United States Government some surplus material has presented itself.

The Army Marching Compasses which the boys are eager to have, were priced at $4.95 but are available now at fifty cents each. The Government is also making available to the Boy Scouts of America the new Mountain Tent which is the rival of the Pup Tent. It is 6' x 9" x 4' x 4" x 3' x 5". They are made of the best material and have every modern advantage available. These formerly were $27.50 but have been offered to the Boy Scouts of America for $4.05, plus carriage.

South Jersey Council Boy Scouts of America has arranged to purchase several hundred of these and we are eligible for our share as members of the Council.

We hope to obtain 25 of these tents and in this way we can give to our boys a greater means of wholesome recreation on our own grounds.

For several years the Cumberland County Scout Troops have held their overnight Camporees on our grounds and by taking advantage of this offer our boys would be able to have the advantage of these Camporees.

This amount of material even at the reduced price will be expensive but the advantage for happiness and training for our boys must not be underestimated. We know there are many friends of our boys who are deeply interested in the scouting activities. A contribution toward this special equipment would be greatly appreciated and too, it will add inspiration and impetus for both the boys and their councillor.

The Institution For Children*

On the very day in which these lines are being written there were several young people in a beautifully shaded grove a few hundred feet from an orphanage cottage. The little people had built play-houses all about under the trees and there were numbers of these play-houses because there was plenty of space for them. A little girl took a visitor into her parlor, into the living room, showed him the bedroom, the kitchen and the dining room. It was a miracle of a house in that it had really cost nobody even so much as one cent in money. There were old tin cans; blocks from the carpenter shop; board ends; old dishes and broken kettles; and the quantity of mud pies that had been made during the morning were enough to astonish one. The house will soon be torn away and another built in its stead. But how valuable in the life of the children is such an opportunity to play! How unadulterated and simple is their happiness! And how great a blessing is it for them to exercise their imagination in such a pure and unhindered way!

* * * *

Let the boys build their rabbit houses and let them have their pets. Let the girls raise their fancy fowls and encourage them to take interest in them. It is all the better if they are allowed to build their own houses for their pets. Such an experience will quicken interest and increase the sense of proprietorship.

* * * *

By all means should there be in each cottage building in an institution one room that is not expected to be kept in order. This should be the room in which the little children play. The cutting of paper dolls cannot be done so well in the open air and many an indoor game may be provided for, especially in disagreeable weather. The playroom for the little people should be one in which it is only expected that there shall be disorder and unrestricted freedom. Let dormitories be kept in order and let the dining room be as neat as a pin, but let the playroom look as if children had been occupying it who were really having a good time. Notwithstanding the need for this one room in which the children shall be allowed to do as they please, encouragement to play in the open air should always be given.

These paragraphs were selected from **The Institution for Children** by Dr. A. T. Jamison, Superintendent of the Connie Maxwell Orphanage, Greenwood, South Carolina.

Notes From The News Sheet*

I think we are so fortunate in having such lovely moving pictures. The last one was "Son of Lassie." Dogs are loyal friends, they are faithful to the ones they love, and I think they teach a good lesson to us all. Last week Mr. Reimer showed pictures which he and some friends had taken. They were colored pictures and they were fixed to show in lantern slides. Some beautiful scenes of Colorado and Oklahoma, taken in the snow covered mountains and on the farms, were shown. We saw cotton, first on the plant, then being gathered and taken to the cotton gin and last, in bales ready for shipment. He also showed some nice pictures taken here at School. A. V.

Our turkeys, we worked so hard to raise, gave a great deal of pleasure during the holidays. It is pretty nice to have these fine dinners, and nearly everything on the table comes from our own farm.

Dr. Doll, Dr. Davis, Douglas Johnstone and Miss Hill went to Cleveland to a conference on Institution work the other week. Douglas flew but we hear his wings got pretty cold, so he couldn't go very fast.

Who do you think came to visit one day—Well, it was "Mr. Deacon" no less. He is just like he always was, for he wears his "own clothes," now.

While we were so very busy getting ready for Christmas we did not have much time to play rummy, but now that the excitement is over and the decorations have been taken down, with the exception of our nice fireplace, which we are going to keep up for a few evenings, it looks so cozy in our living room. I guess our games will start again, now. Many of us are interested in crocheting. I have just started a five piece luncheon set which I think will be very pretty. We have a new girl, her home is in North Carolina. I know we are going to like her and she seems to enjoy living here. E. S.

We at Louden all had a very nice Christmas. Everyone enjoyed going to Garrison Hall on Christmas Eve to welcome Santa Claus. The band, visiting our cottage, early Christmas morning and playing the beautiful carols is a treat we look forward to from year to year and is always thoroughly enjoyed. All the girls received nice gifts and everyone enjoyed the delicious turkey dinner.

We had a nice party last week to honor Miriam and Edith who both had birthdays. We enjoyed singing and playing games. We had delicious refreshments. Louden Cottage

My hobby is crocheting and for Christmas I made my gifts—handkerchief edgings, dish cloths and doilies. Right now I am making a crocheted chair back set, it is white with a pineapple design. M. H.

Mr. Goodale was our speaker at Assembly last Sunday and he told us how necessary it is for us to live the best we can each day and not to worry about yesterday or tomorrow, but just to make today the best and happiest day we can. He told us a funny story about a parrot that could only say "One at a time gentlemen" and how once he got into a hornet's nest.

* These are copies of the notes as gathered by the children for their monthly News Sheet.

Clubs are opening up again. We all have new games and the evenings are too short for all the things we would like to do.

Francis came in from Menantico Colony to spend his birthday. He looked fine and went around to see everybody. He told us they had a fine Christmas and everybody tried to keep well so that Christmas would find nobody sick. He says they have some new calves and pigs and are getting lots of milk. There are wild geese and ducks on the lake. There has been no safe skating yet. The boys have some strange pets—5 possums and they do some funny things to keep you guessing. They have a racoon they raised from a baby. He looks for cake and apples when the boys come back from meals.

The farm boys say that we are getting the ground ready to plant cabbage. There will be seed for about 6,000 plants.—They are also repairing and putting the machinery in order for spring. We are using plenty of our yellow and green paint for our farm machines. The grounds and orchards are being cleaned up and the orchards pruned.

Nearly every day the little Hutchinson boys are out for a walk. They are so pretty in their bright caps and pretty sweaters and coats. The pavements are nice and dry and the children enjoy running along to school, too.

Now Christmas is over and everybody was sorry when the lovely trees and decorations had to come down, but they were lovely while they lasted and we should again say, "Thank you" to all the folks who worked so hard to make them possible. Most of the girls and boys who went home are back and now that the days are getting longer we can be out on the play-field more.

A few days ago Professor Johntsone started for Florida for a little vacation. We hope it will be warm and he will catch a lot of fish. He enjoys the warm weather and sunshine.

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EDITORS' NOTE—The Bulletin is an experiment in co-operative Journalism. Contributions are solicited from all who are interested in work for the defective and who have a successful method to report or an earnest criticism to make. It is expressly desired to give place to various shades of opinion.

Articles by the regular staff are initialed. For those and for unsigned articles, the editors are responsible. For signed articles the responsibility rests with the authors.